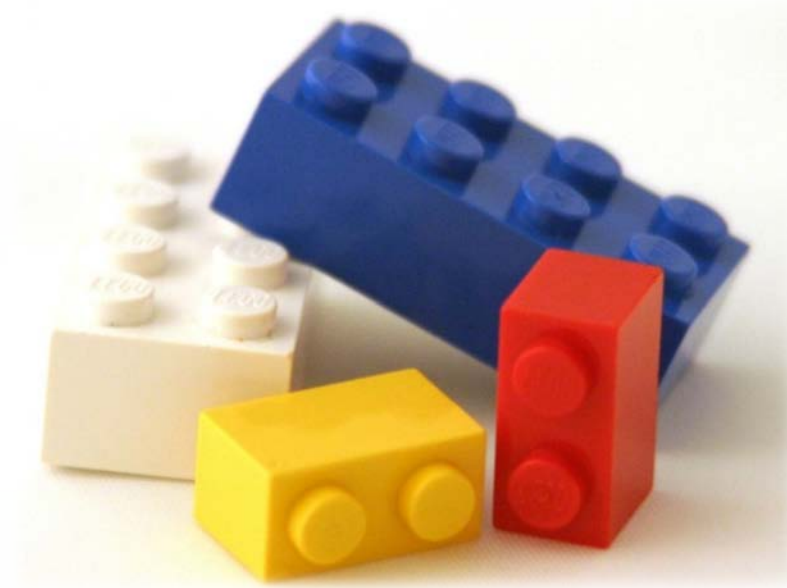


Scaffolding for Success: Strategies for Supporting Students in Communicating Across the Three Modes



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Image: Terry Eaton

<http://scaffoldingwl.wikispaces.com/>

Scaffolding for Success Workshop Agenda

Time	Topic	Notes
8:45	Linguistic Legos: The Case for Pedagogical Change <ul style="list-style-type: none"> ● Authenticity: The Power, Possibilities, and Problems of Shifting Proficiency ● Building Meaningful Learning Outcomes: One Brick at a Time ● Crafting Contextualized, Creative, & Communicative Lessons ● Developing Scaffolding: The Lego Approach to Scaffolding ● Engaging Learners Across the 3 Modes of Communication ● Finding & Evaluating Culturally Authentic Texts & Materials 	
10:00	BREAK	
10:15	Scaffolding Interpretive Communication <ul style="list-style-type: none"> ● Pre-, During, & Post-Reading Activities ● Experimenting with Interactive Ways to Read a Text ● Scaffolding Interpretive Inquiry ● Scaffolding with Formatting ● Scaffolding Genre ● Activating Prior Knowledge ● Breaking Texts into Chunks ● Creating Schema ● Developing Interactive Activities ● Engaging Learners with Meaning ● Expanding Learners' Academic Language (If we have adequate time) 	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1</div>
11:30	LUNCH	
12:00	Scaffolding Interpersonal Communication	

Scaffolding for Success Workshop Agenda

	<ul style="list-style-type: none"> • What do We Mean by Proficiency? • Strategies for Shifting Proficiency • Scaffolding Intercultural Communication & Cognition • Developing Interculturality 	
	Scaffolding Presentational Communication <ul style="list-style-type: none"> • Strategies for Scaffolding Writing (Idea Generation, Content Development, Structure, Organization, Elaboration, Fluency, Writing Process) • Technology Tools for Supporting Presentational Communication 	
	Rubrics: A Recipe for Fantastic Feedback <ul style="list-style-type: none"> • Encouragement v. Feedback • Giving Effective Feedback • Developing Effective Rubrics • Evaluations & Wrap-up 	
2:30	Content Area Collaboration	

Learning Outcomes Planning Menu

Learning Outcome: Students will (insert proficiency-based communicative language function) about (insert global issue or social problem) in (cultural context) using information from (academic content or Career Pathway), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

Proficiency-based Functions:

- Ask for directions, info., help
- Circumlocute or paraphrase
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Hypothesize
- Narrate (relate a story)
- State an opinion
- Support an opinion (with a logical argument)

More Communicative Functions:

- Clarify or verify understanding
- Complain
- Express dis/agreement, emotion
- Give & receive compliments
- Give advice, reasons
- Initiate/close conversations
- Interrupt
- Leave a message
- Make appointments or plans
- Make excuses or requests
- Make recommendations/suggest
- Make small talk
- Offer or refuse help
- Respond appropriately with rejoinders
- Shop (buy/sell)
- State preferences

Global Issue or Social Problem:

- [Advertising](#)
- [Aging/Generation Gap](#)
- [Beauty & Aesthetics](#)
- [Bullying](#)
- [Community Service](#)
- [Crime & Safety](#)
- [Diversity & Interculturality](#)
- [Dreams/Future](#)
- Economic Issues
- [Education](#)
- [Emergencies](#) (Preparedness)
- [Entertainment/Fine Arts](#)
- [Ecology/Environmental Issues](#)
- [Exploration](#)
- [Family Violence](#)
- [Fashion](#)
- [Friendship & Love](#)
- [Health Care & Hygiene](#)
- [Heroism](#)
- [Homelessness & Hunger](#)
- [Human Rights](#)
- [Identity & Self-Expression](#)
- [Immigration](#)
- [Literacy](#)
- [Natural Disasters](#)
- [News & Current Events](#)
- [Nutrition](#)
- Peace & [War](#)
- [Prejudice & Stereotyping](#)
- [Science & Technology](#)
- [Substance Abuse](#)
- [Women's Rights](#)

Cultural Context:

- Community Organization
- Country
- Cultural Issue
- Culturally Important Site
- Geographical Region
- Social Group or Setting

Academic Content:

- [Art](#)
- [Business Management & Administration](#)
- Career Education
- Economics
- English/Language Arts
- Family & Consumer Science
- [Health Sciences](#)
- [Information Technology](#)
- [Marketing](#)
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- Theater Education

Career Pathway

Grammatical Structure:

- Adjective Agreement
- Commands
- Comparatives & Superlatives
- Conditional
- Demonstratives
- Direct & Indirect Object Pronouns
- Future
- Imperfect Subjunctive
- Interrogatives
- Measure Words
- Negation
- Present Perfect
- Past Perfect
- Present Indicative
- Present Subjunctive
- Preterit v. Imperfect
- Relative Pronouns

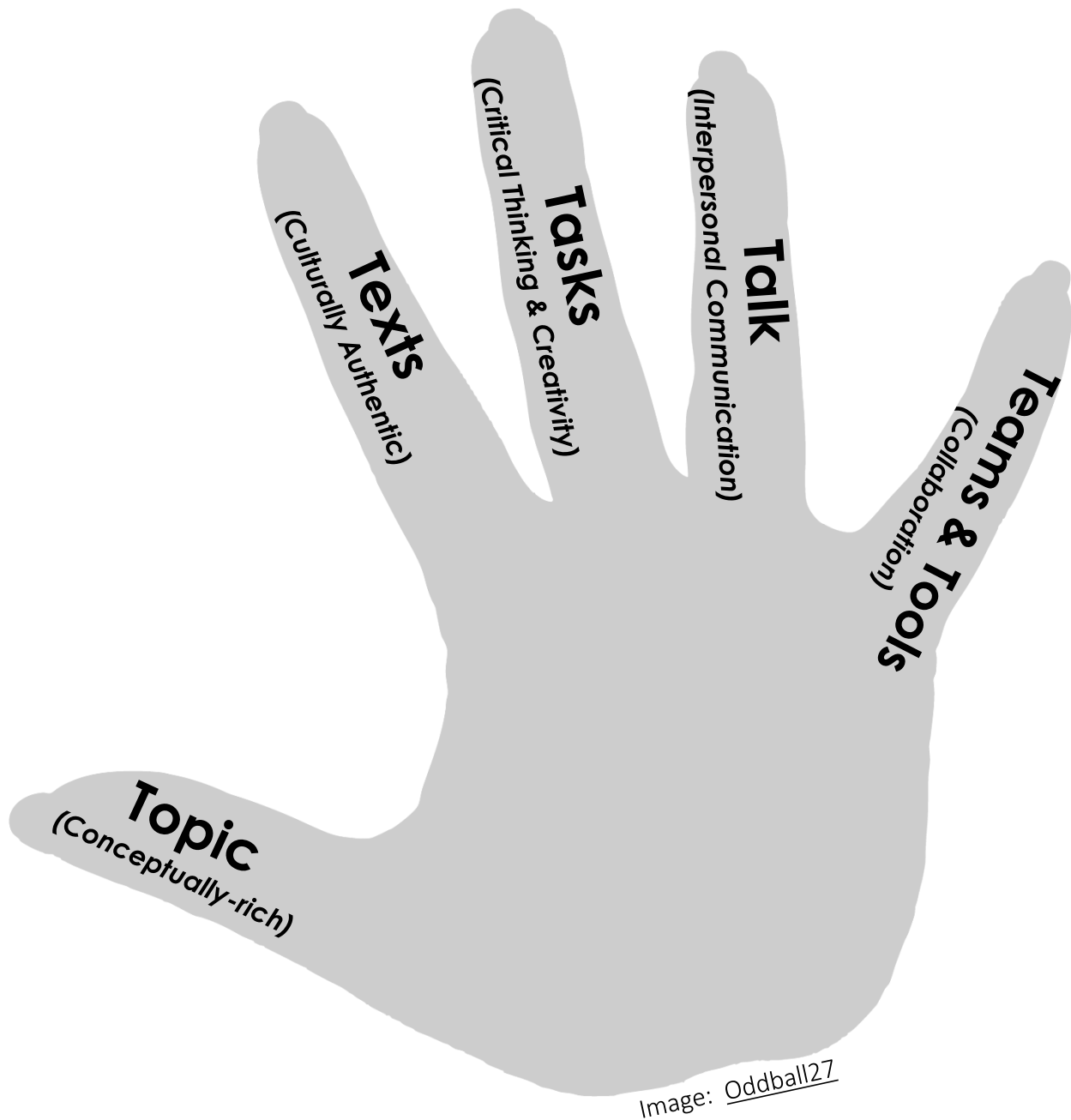
Vocabulary:

- Adjectives
- [Animals](#)
- [Body parts](#)
- [Colors](#)
- [Community](#)
- [Emotions](#)
- [Health](#)
- [Numbers](#)
- [Pastimes](#)
- [Place, & Professions](#)
- [School](#)
- [Technology](#)

Assessment & Projects (Which will align best with your learning outcome?)

- Advertising Campaigns
- Biographies
- Brochures or Flyers
- Business Plans
- Children's Stories
- Commercials
- Community Events
- Curriculum Materials
- Documentaries
- Editorials
- Exhibits
- Field Guides
- Infographics
- Interviews
- Learning Centers
- Maps
- Models or Prototypes
- Newscasts
- Newspaper Articles
- Oral Histories
- Photo Essays
- Plays
- Poems
- Press Releases
- Public Service Announcements (PSAs)
- Service Projects
- Signs
- Speeches
- Time Capsules/Time Lines
- TV Programs
- Video Shorts
- Websites

Develop Your Lesson



Finding Culturally Authentic Texts

HOW CAN I FIND CULTURALLY AUTHENTIC TEXTS?

- Use a [country-specific search engine](#)
- Search in your target language.
- Put your search terms in **quotation marks** (i.e., "search terms")
- Narrow your search with **multiple search terms** (i.e., Picasso "Spanish civil war")
- Try searching for **specific types of texts** (i.e., audio files, images, or videos)
- Try a **file type search** (filetype:jpg "search terms") [docx, mp4, pdf, pptx, xlsx, etc.]

WHAT IS A CULTURALLY AUTHENTIC TEXT?

A text produced by a member of the target culture for consumption in the target culture.

Where else can I find culturally authentic texts to support inquiry?

Culture Connection Wiki

<http://cultureconnection.wikispaces.com/>

ASL: <http://cultureconnection.wikispaces.com/ASL>

Arabic: <http://cultureconnection.wikispaces.com/Arabic>

Chinese: <http://cultureconnection.wikispaces.com/Chinese>

French: <http://cultureconnection.wikispaces.com/French>

German: <http://cultureconnection.wikispaces.com/German>

Indonesian: <http://cultureconnection.wikispaces.com/Indonesian>

Italian: <http://cultureconnection.wikispaces.com/Italian>

Japanese: <http://cultureconnection.wikispaces.com/Japanese>

Korean: <http://cultureconnection.wikispaces.com/Korean>

Latin: <http://cultureconnection.wikispaces.com/Latin>

Persian: <http://cultureconnection.wikispaces.com/Persian>

Portuguese: <http://cultureconnection.wikispaces.com/Portuguese>

Russian: <http://cultureconnection.wikispaces.com/Russian>

Spanish: <http://cultureconnection.wikispaces.com/Resources>

Vietnamese: <http://cultureconnection.wikispaces.com/Vietnames>

Build Background Knowledge Regarding the Focus of Inquiry

- Which facets of your lesson **TOPIC** will learners investigate?
- What **background information** do learners need about the topic?
- Locate at least **three culturally authentic texts**.
- The texts should be in your **target language**.
- Try to find texts that represent **different genres, modalities, viewpoints, cultural perspectives, or Career Pathways**.

Learners need **background information about**: *(Check all that apply & star the priority)*

- ☐ **The topic of the lesson:**
- ☐ **A social issue or problem related to the lesson:** ([Social Problems & News Topics in the 21st Century](#); [Defining the Social Problem](#); [Community Challenges](#))
- ☐ **The cultural context of the lesson:** *(List relevant elements below)*
 - Specific country/geographical location: _____
 - Sector or subculture of society (if applicable): _____
 - Related cultural products: _____
 - Related cultural practices: _____
 - Related cultural perspectives: _____
- ☐ **Career Pathways related to the lesson:**
- ☐ **Different perspectives on the lesson topic, social issue, or problem:**
 - U.S. v. the target culture
 - Various groups within the target culture
 - Pros v. cons
 - Various stakeholders/points of view
- ☐ **Opportunities to clarify their own beliefs, values, and perspectives about...**

What will learners do with the texts? Analyze and evaluate alternatives, ask questions, justify and defend opinions, propose actions, solve problems, synthesize information

Which authentic TEXTS will support learning?

1) The topic of my lesson is: _____

2) The learning objective for my lesson is:

Students will (insert proficiency-based communicative language function) about (insert global issue or social problem) in (cultural context) using information from (academic content or Career Pathway), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

3) The [culturally authentic texts](#) I have selected are: (Circle 3 options below)

<ul style="list-style-type: none">• Ad or commercial• Article• Artwork, image, or photograph• Brochure or Pamphlet• Business Website• Cartoon or comic strip• Children's Book• Cultural artifact or piece of realia• Documentary• Editorial, Essay, or Opinion Piece• Flyer• Infographic• Interview	<ul style="list-style-type: none">• Magazine or Newspaper Article• Meme• Movie Trailer• Newscast• Poem• Proverb• Public Service Announcement• Results from a poll or survey (Gallup, etc.)• Radio Story• Short Story• Song• Video Clip or "Short"• Website
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Text 1: _____
Literary Text

Text 2: _____
Informational Text

Text 3: _____
Multimedia Text (Artwork, image, infographic, photograph, song, video)

3) The key concepts and ideas I want learners to **notice** in these texts are:

4) The types of **questions** I hope engagement with this text may generate are:

5) I will **scaffold** learners' analysis of these texts using graphic organizers such as:

- U.S. v. the target culture ([Chart](#), [Compare & Contrast Key Words](#), [Graphic Organizer](#), [Map](#), [Mind Map](#), [Open Compare/Contrast](#), [T-chart](#), [Venn Diagram](#), [Web](#))
- Pros v. cons ([Weighted Pros and Cons](#), [Decision Making Worksheet](#), [Appraising Change Worksheet](#))

How will you use authentic texts to develop proficiency in language, content, & culture?

Use the chart to brainstorm possible TASKS
that would help students accomplish each lesson objective.

	Lesson Objective	Interpretive Communication	Interpersonal Communication	Presentational Communication	Building Vocabulary & Academic Language
1	Language				
2	Content				
3	Culture				
					8

Strategies for Scaffolding Reading

Scaffolding Texts <i>(Products, Practices, Perspectives)</i>	Key Principles	Scaffolding Text Structure	Scaffolding the Reading Process
<p>Goals:</p> <ul style="list-style-type: none"> ❑ Construct a clear path through the text ❑ Guide attention to main ideas and important details (formatting) ❑ Help learners make decisions (informational sign posts) ❑ Ensure safety and success in overcoming obstacles (scaffolding) ❑ Help learners engage with the text <ul style="list-style-type: none"> • Comprehend → Meaning of text (literal, figurative, for self, for society) • Discuss → Global Issues & Social Problems • Critically Interpret → Culture • Apply → Disciplinary Content • Leverage → Language Patterns • Share → Learning & Opinions 	<ol style="list-style-type: none"> 1) Activate prior knowledge and experiences 2) Build conceptual and cultural background knowledge 3) Connect to students' personal lives 4) Develop scaffolding to help students overcome difficult sections 5) Engage students with the content of the text 6) Format the text to improve comprehension 7) Give students pre-, during, and post-activities 8) Have students make multiple passes through the text for different purposes 	<ul style="list-style-type: none"> • Format the text: <ul style="list-style-type: none"> ○ Divide it into smaller, more manageable chunks ○ Increase the font size ○ Double-space between sentences & paragraphs ○ Bold main ideas ○ Highlight and color code important language patterns ○ Add headings, titles, or captions to long passages for orientation • Add Features to the Text: <ul style="list-style-type: none"> ○ Hints regarding genre ○ Images that clarify meaning ○ Links or QR codes to related texts ○ Paraphrases of main points ○ Opportunities to DO something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something) 	<ul style="list-style-type: none"> • Engage students with pre, during, post-reading activities • Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary • Read multiple texts on the same topic • Focus on main ideas, then details, then implications • Teach reading strategies • Use activity protocols <p style="text-align: center;">Scaffolding Engagement</p> <p><i>Extract information for a purpose</i></p> <ul style="list-style-type: none"> • Annotate the text • Ask questions • Categorize • Compare and contrast • Highlight words you know • Identify main ideas • Illustrate • Locate important details • Match pictures to sentences • Note comprehension (✓, ?, !, ♥) • Paraphrase or summarize • Predict (Y/N, Word Splash) • Sequence main ideas, ¶s • Write headings or titles

Planning Menu for Reading Activities

<p><u>Culturally Authentic “Texts”</u> (Products, Practices, Perspectives)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ads or Commercials <input type="checkbox"/> Art, Images, Photos, or Pictures <input type="checkbox"/> Brochures or Flyers <input type="checkbox"/> Cartoons, Comics, & Graphic Novels <input type="checkbox"/> Children’s Books <input type="checkbox"/> Documentaries or Newscasts <input type="checkbox"/> Games, Jokes, or Puzzles <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Infographics or Results from a Survey <input type="checkbox"/> Interviews <input type="checkbox"/> Magazine or Newspaper Articles <input type="checkbox"/> Movie Trailers or “Shorts” <input type="checkbox"/> Music, Audio Books, Radio Stories <input type="checkbox"/> Online (blogs, e-mails, websites) <input type="checkbox"/> Proverbs, Quotes, Tongue Twisters <input type="checkbox"/> Realia (Programs, Receipts, Tickets) <input type="checkbox"/> Short Stories, Plays, or Poems <input type="checkbox"/> Video Clips 	<p>Ways to Read a Text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choral → Shared → Guided → Paired → Individual Rdg. <input type="checkbox"/> Describe & Draw <input type="checkbox"/> Hear/Say or I Have/Who Has? <input type="checkbox"/> Inside/Outside Circles <input type="checkbox"/> Jigsaw (Read & Retell) <input type="checkbox"/> Round Robin Reading <input type="checkbox"/> Recording Studio (Audacity) <input type="checkbox"/> Read & Respond (✓, ?, !, ♥) <input type="checkbox"/> Roll & Retell, Roll a Topic <input type="checkbox"/> Say Something (Sentence Stems) <input type="checkbox"/> Story Switches or Table Tents <p>Reading Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analogize, Analyze, Infer, Predict, or Problem-Solve <input type="checkbox"/> Categorize, Prioritize, Sequence, Sort, or Unscramble Text <input type="checkbox"/> Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr. <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Evaluate (The 4 As Protocol) <input type="checkbox"/> Grab-a-Word/Picture <input type="checkbox"/> Highlight Cognates/Words <input type="checkbox"/> Inductive Grammar <input type="checkbox"/> Reciprocal Strategies Wksheet <input type="checkbox"/> Save the Last Word for Me <input type="checkbox"/> Scavenger Hunt (Another ex.) <input type="checkbox"/> State, Support, Justify, Defend Opinions <input type="checkbox"/> Text Rendering Protocol 	<p>Discussing or Retelling a Text</p> <p>Individual Pairs Groups Whole Class</p> <p>Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Affinity Diagram (Example) <input type="checkbox"/> Carrousel Walk <input type="checkbox"/> Contextual Inquiry <input type="checkbox"/> Focus Groups <input type="checkbox"/> Four Corners <input type="checkbox"/> Games (Tell Me About) <input type="checkbox"/> Human Graphing (Ex 1, Ex 2) <input type="checkbox"/> Inside/Outside Circles <input type="checkbox"/> Interviews <input type="checkbox"/> Jigsaw <input type="checkbox"/> Learning Centers <input type="checkbox"/> Mixers or Musical Chairs <input type="checkbox"/> Paired Activities (Info. Gap) <input type="checkbox"/> Panel of Experts <input type="checkbox"/> Problem-solving Tasks <input type="checkbox"/> Reciprocal/Power Teaching <input type="checkbox"/> Role Plays, Simulations, or Skits <input type="checkbox"/> Roll a Story or Silly Stories <input type="checkbox"/> Rotation Reviews <input type="checkbox"/> Scavenger Hunts <input type="checkbox"/> Show & Tell <input type="checkbox"/> Signature Searches <input type="checkbox"/> Stand When You Hear... <input type="checkbox"/> Story Squares <input type="checkbox"/> Surveys or Questionnaires <input type="checkbox"/> Think-Pair-Share 	<p>Technology</p> <p>Brainstorming</p> <ul style="list-style-type: none"> <input type="checkbox"/> Padlet or Popplet <input type="checkbox"/> TitanPad <input type="checkbox"/> Tricider <p>Creating Products</p> <ul style="list-style-type: none"> <input type="checkbox"/> Canva, Infogr.am, Venngage <input type="checkbox"/> Edublogs <input type="checkbox"/> Glogster or Mixbook <input type="checkbox"/> Issuu <input type="checkbox"/> Letterpop <input type="checkbox"/> MakeMyNewspaper <input type="checkbox"/> Motivator <input type="checkbox"/> Simplebooklet or Smore <input type="checkbox"/> Storybird <input type="checkbox"/> StoryboardThat <input type="checkbox"/> Timetoast or Capzles <input type="checkbox"/> ToonDoo <input type="checkbox"/> Weebly, Wix, Wikispaces <p>Gathering & Analyzing Info.</p> <ul style="list-style-type: none"> <input type="checkbox"/> BlendSpace or Wikispaces <input type="checkbox"/> Gliffy or Mindomo <input type="checkbox"/> Google Forms or Wufoo <input type="checkbox"/> PollEverywhere or Survey Monkey <input type="checkbox"/> Thinglink <p>Interviewing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appear.in <input type="checkbox"/> Audacity or Vocaroo <input type="checkbox"/> ChatWing <input type="checkbox"/> Google Hangouts or Skype <input type="checkbox"/> Voicethread or Voki
<p>Checks for Understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> ABC Boxes, ABC Summary, or Acrostic <input type="checkbox"/> Blog, Discussion Forum, or Journal <input type="checkbox"/> Closure Activities <input type="checkbox"/> Foldables or Graphic Organizers <input type="checkbox"/> Games (Catch Phrase, Taboo, 20 ?s) <input type="checkbox"/> Gimme 5 or PearDeck <input type="checkbox"/> Grab-a-Word/Picture or Hear/Circle <input type="checkbox"/> Popcorn, Signal Cards, Snowballs <input type="checkbox"/> 3-2-1 or Exit Tickets, Think-Pair-Share <input type="checkbox"/> Total Physical Response (TPR) <input type="checkbox"/> Wows, Wishes, & Words of Wisdom 			

Purposes of **Pre-reading**

Activate students' prior knowledge and experiences

Build background knowledge to prepare students for the content of the text

- Conceptual
- Cultural
- Language Patterns (Grammar)
- Vocabulary

Capture students' attention and interest

Develop schema to help students' brains organize information

Establish a purpose for reading

Purposes of **During Reading**

Apply reading strategies

Break up (scaffold) the text

Critically process the content/meaning of the text

Develop interpersonal communication skills

Evaluate and support comprehension

Purposes of **Post-reading**

Analyze text

Briefly summarize text

Consolidate and organize information to improve memory

Develop syntheses of information

Extend learning through application, creative production, interpersonal communication, and evaluation

Possible Pre-, During, & Post-Reading Activities

Pre-Reading Activities

Activate Prior Knowledge & Experiences:

- ☐ [ABC Brainstorm](#)
- ☐ [Anticipation Guide](#)
- ☐ [Cloze Passages](#)
- ☐ [Compare & Contrast \(Elementary\)](#)
- ☐ [Concept Definition Map](#)
- ☐ [Concept Sort \(List, Group, & Label\)](#)
- ☐ [Describe & Draw](#)
- ☐ [Frayer Model](#)
- ☐ [Games \(Charades, Taboo \(Cards\), \\$10,000\)](#)
- ☐ [Gouin Series](#)
- ☐ Highlight words they KNOW
- ☐ [Idea Rating Sheet/Opinionnaire](#)
- ☐ [Inquiry Chart](#)
- ☐ [Inside/Outside Circles](#)
- ☐ [KWL Chart \(Modified\) or Inquiry Chart](#)
- ☐ [Magic Box](#)
- ☐ [Mystery Picture](#)
- ☐ Predict the Text Based on Pictures
- ☐ Predictions([First Lines](#))([Possible Sent](#))
- ☐ Put Scrambled Paragraphs in Order
- ☐ [Questioning](#)
- ☐ Read an Easier Text on Same Topic
- ☐ [Respond to a Quote \(Essay\)](#)
- ☐ [Show & Tell](#)
- ☐ [Signal Cards](#) (May use other content)
- ☐ [Total Physical Response \(TPR\)](#)
- ☐ Video Clips or Slide Shows
- ☐ [Vocabulary Word Map \(Alternate ver.](#)

During Reading Activities

Pause to participate:

- ☐ [Annotate](#) or [Highlight](#)
- ☐ [Checklists](#)
- ☐ [Cloze Passages](#)
- ☐ [Compare & Contrast](#)
- ☐ Dramatize, Draw, or Illustrate
- ☐ [Embedded Reading](#)
- ☐ [Graphic Organizers](#)
- ☐ Journals ([Dialectical](#), [Double-entry](#))
- ☐ [Metacognitive Activities](#)
- ☐ [Opinion/Proof](#)
- ☐ [Paraphrase](#)
- ☐ [Question Answer Response \(QAR\)](#)
- ☐ [Reader Response \(Tax. of Reflection\)](#)
- ☐ [Reading Comprehension Strategies](#)
- ☐ [Responding to Non-fiction Template](#)
- ☐ [Scavenger Hunt \(Inquiry Chart\)](#)
- ☐ [Selective Underlining](#)
- ☐ [Semantic Feature Analysis](#)
- ☐ [Sequence \(Events, Images, or Text\)](#)
- ☐ [Signal Cards](#) (May use other content)
- ☐ [Sound Effects Read Aloud Activity](#)
- ☐ [SQ4R](#)
- ☐ Subtitles
- ☐ [Text Rendering Protocol](#)
- ☐ [Text Structures](#)
- ☐ [Think Aloud](#)
- ☐ [Think-Pair-Share](#)
- ☐ [Three-minute Pause](#)
- ☐ [Venn Diagram \(2, 3, with summary\)](#)
- ☐ [Vocabulary Word Map](#)

Post-Reading Activities

CHECK COMPREHENSION

- ☐ [Choose Your Own Reading Activity](#)
- ☐ [Games](#)
- ☐ Interview the Text, Write T/F Stmt
- ☐ [Reading Response Choice Boards](#)
- ☐ [Reflect](#) or [Self-assess \(I can . . . \)](#)
- ☐ [Sentence Starters for R. Response](#)
- ☐ [Sequence \(Events, Images, Text\)](#)
- ☐ [Three, Two, One](#)

ORGANIZE & SYNTHESIZE INFO.

- ☐ [Cause and Effect Worksheet](#)
- ☐ [Character Comparisons/Maps](#)
- ☐ [Graphic Organizers](#)
- ☐ [Pattern Puzzles](#)
- ☐ [Story Map](#)
- ☐ [Text Rendering Protocol](#)
- ☐ [Thesis/Proof](#)
- ☐ [Venn Diagram \(2, 3, w/ summary\)](#)

SUMMARIZE TEXT

- ☐ [ABC Brainstorm](#)
- ☐ Assemble Cut-up Summaries
- ☐ Checklist Retelling
- ☐ [Common Core Sentence Frames](#)
- ☐ Illustrate Key Passages of Text
- ☐ [Lesson Closure Frame](#)
- ☐ [Making Inferences](#)
- ☐ [Map the Story \(Story Pyramid\)](#)
- ☐ [Read & Retell, Roll & Retell \(Rubric\)](#)
- ☐ [Reciprocal Teaching](#)
- ☐ [Sum It Up \(Instructions\)](#)

Developing Academic Language

What is academic language?

"... the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" Jeff Zwiers, *Building Academic Language*, 2008, p. 20.



Building Academic Language

- **Categories** (i.e. *Carnivores, Dairy, Perennials, Produce, Reptiles*)
- **Content-specific Vocabulary** (*Congruent, Immigrate, Mitosis, Stanza*)
- **Expand the Context** (*Self → Neighborhood → Community → Country → Culture → World*)
- **Focus on General Academic Language That Transfers Across Disciplines** (*Argument, Contribute, Evolve, Expansion, Generate, Network, Preserve*)
- **Mind Maps & Word Families** (*nourish, nutrients, nutrition, nutritious, malnourished*)
- **Progressively shift from concrete to abstract** (*My boyfriend → Affection*)
- **Substitute Prepositional Phrases** (*to come back = to return; to give up = to surrender*)
- **Teach Transitional Words & Phrases** (*By contrast, Consequently, Furthermore, However, Therefore*)
- **Use Technical Terms** (*Calibrate, cardiac, configure, contusion, pediatric, polymer*)
- **Word Study** (i.e. *word roots, prefixes, suffixes, synonyms and antonyms, compound words*)

COMPONENTS OF ACADEMIC LANGUAGE

- **Complex Sentences**
- **Content-Specific Vocabulary**
- **Formal, Professional Language**
- **General Academic Language**
- **Specialized Vocabulary**
- **Transitions & Connecting Language**

Planning for Proficiency:
 Content → Critical Thinking → Communication
(Interpretive) (Interpersonal) (Presentational)

Text 1:

Text 2:

THINKING TASKS:

TALK:

Lesson Phases	Oral Language <i>(What do you want to hear?)</i>	Language for the Content <i>(Academic Language)</i>	Language for the Task <i>(Thinking/Tech)</i>	Language for Group Interaction
Pre-reading				
During Reading				
Post-reading				

Can Do Statement:

Formative Assessment:

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Scaffolding Interpersonal Communication

Strategies for Making Input Comprehensible

- Actively Involve Students
- Chunk Information
- Cognates
- Comparisons or Analogies
- Comprehension Checks
- Connections to Learners' Prior Knowledge & Experiences
- Drawing, Images, or Visuals
- Facial Expressions
- Formatting (Highlight Language Patterns)
- Gestures/Total Physical Response (TPR)
- Models
- Multiple Examples & Representations
- Paraphrasing, Rephrasing, & Repetition
- Props, Realia, or Costumes
- Questions (Y/N, either/or, names, multiple choice, open-ended)
- Simple, Well-paced Language
- Sound Effects
- Synonyms, Antonyms, Roots, Prefixes, & Suffixes
- Tone of Voice

Strategies for Connecting the Classroom to the World

- Create meaningful opportunities to communicate
- Integrate language, disciplinary content, culture, & Career Pathways
- Craft opportunities for critical thinking
- Collaborate with TL communities

Strategies for Fostering Meaningful Interpersonal Communication

- Provide compelling reasons to communicate
- Create an information gap
- Give learners meaningful content to discuss
- Target specific communicative language functions
 - Ask Questions
 - Compare/Contrast
 - Describe
 - Explain
 - Narrate
 - State Opinions
 - Hypothesize

Strategies for Developing Intercultural Communication Skills

- Explore culturally authentic materials
- Observe cultural products and practices
- Reflect on own culture
- Compare & contrast
- Investigate multiple perspectives

Strategies for Engaging Students in Interpersonal Communication in the Target Language

Interpersonal Communication should be:

Spontaneous

- Are there multiple opportunities for interpersonal communication?
- Are students working with different partners?
- Are students moving around the classroom?
- Are the activities different from each other?
- Do the students need to be constantly engaged in order to complete activities? (or can they easily predict when they “need to pay attention?”)

Centered on Negotiating Meaning

- Is there a real information gap?
- Is the activity motivating?
- Is the activity personally relevant to students?



Scaffolded

- Does the teacher model the activity?
- Does the teacher activate prior knowledge?
- Are the activities paced well?
- Are there recognizable language patterns to aid students?
- Do the activities require reasonable levels of risk?
- Are the activities based on objectives?
- Do students have multiple opportunities to practice?

Proficiency-Oriented

- Are students able to be creative with the language?
- Do the activities help students meet specific language objectives?
- Do the activities require students to speak at an intermediate level (strings of sentences instead of single words), or at an advanced level (paragraph-length responses using multiple verb tenses)?
- Do the activities prevent students from simply parroting memorized responses?

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Communicative Functions That Lead to Interculturality

How will you scaffold interpersonal communication to support the development of interculturality and academic language?

Interact

- Ask questions
- Request clarification
- Respond to someone else's comment
- Interrupt
- Rejoinders

Narrate & Describe

- State observations
- Provide descriptive details regarding events, people, places, things, and ideas
- Sequence information
- Indicate chronology

Compare & Contrast

- Identify items for comparison
- Determine inherent characteristics of each item
- Divide characteristics into categories
- Generate contrasting descriptions

Reflect & Interpret

- State & frame the issue
- Hypothesize re: observations
- Support & justify opinion w/ explanation & evidence
- Defend: With relevant info., logical arguments

Possible Scaffolds:

- Formatting
- Graphic Organizers
- Pre-speaking Activities
- Processes & Protocols
- Sentence Frames/Starters
- Word Banks & Word Walls

Proficiency-based Task Planning Guide

Novice

To shift to Intermediate, learners should:

- Use full sentences (in any order)
- Create own meaning
- Use question words
- Circumlocute
- Use rejoinders (not praise expressions)
- Focus on comprehensibility

Prompts:

- 1) Ask formulaic *¿Qué?* questions → Lists
- 2) Ask learners to describe in the present
- 3) Ask learners to narrate in the present

Tips for Teachers

- ▶ Focus on what is familiar to learners
- ▶ Give learners opportunity to recycle vocabulary use in different contexts
- ▶ Encourage the use of connectors
- ▶ Encourage learners to expand precision by adding details
- ▶ Encourage learners to provide details with relative clauses
- ▶ Encourage the avoidance of repetition with the use of pronouns

Intermediate

To shift to Advanced, learners should:

- Complete tasks that require paragraph-level responses
- Use sentences organized with time markers & transitions
- Practice varying sentence structure
- Focus on linking ideas

Prompts:

- 1) Ask for a **description** of the place, event, or circumstances → Descriptions in sentences (*Formulaic ¿Cómo es? Questions*)
- 2) Ask for a **process** (all the details/steps) → Present narration (*How did you get started...?*)
- 3) Ask for a **story** from beginning to end
- 4) Scenarios that **require student to ask ?s**
 - ▶ Ask about a variety of topics
 - ▶ Move away from the speaker's autobiographical and personal interests toward community, local/national/news (avoid "hothouse specials")
 - ▶ Develop same topic → past, present future narration by referring back to things already mentioned
 - ▶ Spiral, expand contexts, get whole story

Advanced

To shift to Superior, learners should:

- Discuss formal, abstract topics
- Complete tasks that require academic language
- Complete tasks that require argument and stating and supporting an opinion
- Describe and explain abstract issues, not just regurgitation of facts and personal stories

Prompt:

- 1) **State the context** (*En el campo de...*)
- 2) **State the controversy** (*Hay algunos que dicen..., pero otros dicen que....*)
- 3) **State the question requiring an opinion or speculation** (*¿Qué opinas? ¿Cuáles son las ventajas y desventajas de estos dos estilos?*)
 - ▶ Be more formal/distant, not be helpful
 - ▶ Act mildly confrontational
 - ▶ Raise the level of your own language, use some of the jargon, specialized vocabulary
 - ▶ Use preludes to set tone and encourage provocative questions
 - ▶ Model the level, broaden the context, require different points of view
 - ▶ Invite abstract treatment of topic, supported opinion. and hypotheses

Interviewing

Peer Feedback for Mock Interviews

Performance Criteria	Performance Target	Peer 1 Rating Rater:	Peer 2 Rating Rater:
Target Language Use	4: Circumlocutes when stuck 3: Stays in the TL, but uses English for a few words that don't translate well 2: Stays in the TL, but translates word for word 1: Code-switches between the TL and English, especially when it comes to words they don't know	Rating: _____ Comments:	Rating: _____ Comments:
Culturally Appropriate Behaviors	4: Exhibits culturally appropriate non-verbal behaviors (such as bowing or shaking hands) and verbal behaviors (such as using appropriate filler words, pauses, etc.) 3: Linguistically polite and uses some cultural conventions. 2: Linguistically polite, but does not demonstrate awareness of cultural conventions. 1: Demonstrates a lack of linguistic, cultural, and social grace	Rating: _____ Comments:	Rating: _____ Comments:
Initiating, Sustaining, & Closing the Interview	4: Begins, sustains, and closes the interview. 3: Begins and sustains the interview, but the interviewee closes it. 2: Begins the interview with prompting from the interviewee, who helps keep it going and closes it. 1: Interviewee begins, sustains, and closes the interview.	Rating: _____ Comments:	Rating: _____ Comments:
Asking Questions	4: Asks open-ended questions using a variety of sentence patterns. 3: Asks open-ended questions using a variety of interrogative words. 2: Asks yes/no questions using appropriate interrogative words. 1: Asks simple, informational tag questions (i.e., A statement + yes? no?)	Rating: _____ Comments:	Rating: _____ Comments:
Responding Politely & Asking for Clarification	Reacts to the interviewee's responses with: 4: Comments or requests for additional clarification and elaboration. 3: Appropriate rejoinders. 2: Single word responses. 1: Only non-verbally.	Rating: _____ Comments:	Rating: _____ Comments:

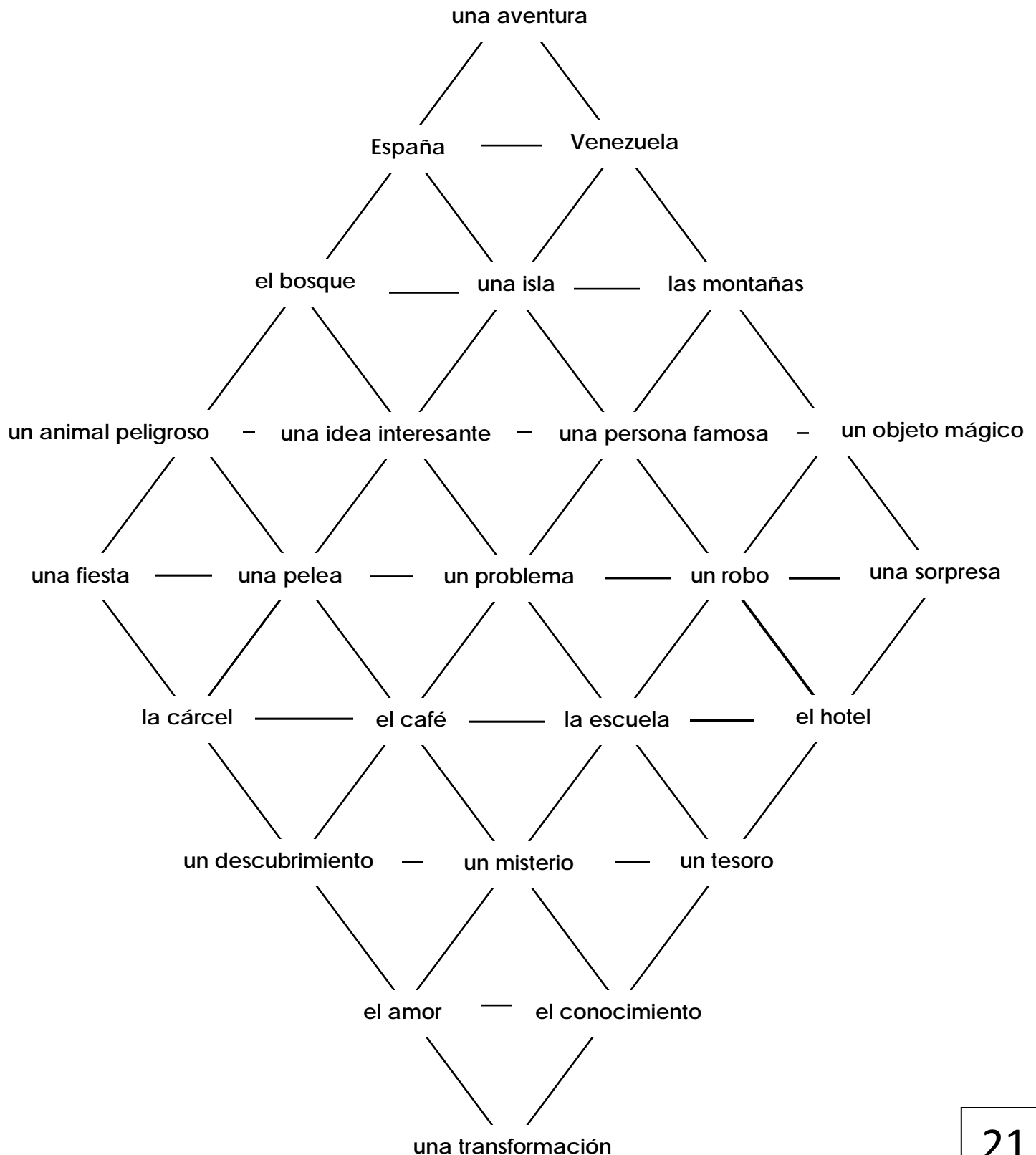
Developing Writing Skills

TEACHING WRITING	
Modeled Writing ♦ Shared Writing ♦ Collaborative Writing ♦ Independent Writing	
DEVELOPING WRITING SKILLS	BUILDING WRITING PROFICIENCY
<ul style="list-style-type: none"> • Tracing • Copying 	<ul style="list-style-type: none"> • Complete Graphic Organizers • Building Sentences (humans or manipulatives)
<ul style="list-style-type: none"> • Multisensory Practice (Air, Magnets, Pudding, Sand) • Dictation Activities 	<ul style="list-style-type: none"> • Adding Details (Elaboration) • Connecting Sentences
<ul style="list-style-type: none"> • Language Experience Approach • Dialogue Journals 	<ul style="list-style-type: none"> • Making Sentences More Complex • Timed Writings
<ul style="list-style-type: none"> • Journals • Writers' Workshop 	<ul style="list-style-type: none"> • Using Transitional Words & Phrases • Writing in Culturally-Appropriate Ways

WRITING PROCESS	
Brainstorming ♦ Planning Writing ♦ Pre-writing ♦ Writing ♦ Revising ♦ Editing	
IDEAS FOR WRITING ACTIVITIES	
<ul style="list-style-type: none"> • Big Book • Billboard • Blog Post • Brochure • Children's Book • Clone Stories • Comic Strip • Conversation Journals • Dear Abby Letter • Dialogue Journals • Editorial • Fractured Fairy Tales • Greeting Card • Letter to a Character • Madlibs • Magazine 	<ul style="list-style-type: none"> • Movie Poster • Prequel • New Ending • Newsletter • Newscast • Newspaper Article • Obituary • Picture Prompts • Playscript • Poem • Pop-up or Smoosh Book • Tag Cloud or Tweet • Timeline • Trading Cards • Website • Window Activity (with image)

Guided Story Choice Web

- 1) Make a choice in each row.
- 2) Write a story based on your choices.



Timed Writings

- 1) Write one word in each box.
- 2) Stop writing when the teacher calls time.
- 3) Tally your total words.

					5
					10
					15
					20
					25
					30
					35
					40
					45
					50
					55
					60
					65
					70
					75
					80
					85
					90
					95
					100
					105
					110
					115
					120
					125
					130

Total Time: _____ minutes

Total Words: _____ words

Based on an idea by Kevin Fletcher & Linda Bayes

Scaffolding Group Projects: Skills Inventory

Instructions: Read each statement. → Write an answer in each column. → Don't use the same name twice.

List three people in this class who...	The first person I think of in this class	A friend in this class	Someone I don't know well
1) ...demonstrate artistic skills.			
2) ...are collaborative (work well with others).			
3) ...are good communicators in English.			
4) ...are good communicators in the target language.			
5) ...are good at generating creative ideas and possibilities.			
6) ...are critical thinkers and effective problem-solvers.			
7) ...good graphic designers.			
8) ...good at interacting with people from different cultures.			
9) ...good at motivating others.			
10) ...effective leaders.			
11) ...well-organized.			
12) ...good researchers.			
13) ...persuasive public speakers.			
14) ...good at using technological tools.			
15) ...good writers.			

Scaffolding Process: Group Reporting Sheet

Names of Team Members:

Rate your team on each of the following criteria using the scale below:

This is not true of our team.		This is true of some, but not all of the team.		Uncertain.		Our team has addressed this issue, but we don't all agree.		Our team agrees on this issue.	
1	2	3	4	5	6	7	8	9	10

- _____ 1) We have **introduced ourselves** to one another.
- _____ 2) We have **identified which aspect of the project we will work on** today.
- _____ 3) We have **set a goal** for what we want to accomplish today.
- _____ 4) We have **decided what we need to learn** in order to complete our task
- _____ 5) We have **divided up responsibilities** among the members of our team.
- _____ 6) **We all know how to** _____.
- _____ 7) Our team can **describe and explain** _____.
- _____ 8) Our team can **narrate** _____.
- _____ 9) Our team can **state an opinion about** _____.
- _____ 10) Our team can **demonstrate how to** _____.
- _____ 11) One **question** our team still has is: _____.
- _____ 12) Our team **needs help with** _____.

Note the criteria can be about team process, grammatical structures, cultural content, conceptual understanding, or a combination of these things.

Scaffolding Peer Feedback

Peer Feedback for Mock Interviews

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Feedback Sentence Starters

#	Aspect of Work	Positive Sentence Starters	Specific Example From Work	Reasons (+)
	One...	...that...	...is/was...	...because it...
1	Approach	...captured the audience's attention...		... activated the audience's prior knowledge and experiences with...
2	Aspect	...developed a sense of community...		... captured the audience's interest.
3	Component	...facilitated collaboration and/or student voice and choice...		... challenged the audience to think more critically about...
4	Concept	...highlighted your strengths...		... clarified ...
5	Decision	...improved the quality of the experience...		... elicited meaningful discussion about...
6	Element	...provoked reflection...		... enabled the audience make sense of...
7	Example	...sparked the audience's curiosity/interest...		... engaged the audience while you...
8	Facet	...surprised the audience...		... facilitated ...
9	Idea	...was cognitive challenging...		... generated a genuine desire in the audience to find out more about...
10	Item	...was emotionally engaging...		... guided the audience's attention to...
11	Part	...was especially effective...		... helped the audience to feel...
12	Piece	...was extremely thought-provoking...		... invited the audience to...
13	Principle	...was inspiring...		... motivated the audience to...
14	Segment	...was personally empowering...		... prepared the audience to/for...
15	Strategy	...was meaningful...		... re-engaged the audience...
16	Technique	...was powerful...		... required the audience to produce...
17	Thing	...was socially satisfying...		... scaffolded --- for the audience...
18	Way	...worked really well...		... shifted the audience's perspective about...

Feedback Sentence Starters

#	Aspect of Work	Suggestions for Change	Specific Example From Work	Reasons (Δ)
	One...	...that...	...is/was...	...because... ...needs... ...so that the audience could...
1	Approach	...confused me...		...a wider variety of options/strategies...
2	Aspect	How did you decide...?		...breaking it down into smaller steps/more scaffolding...
3	Component	...I didn't understand...		...different options...
4	Concept	...I found challenging...		...more attention to aesthetics/visual support.
5	Decision	...I needed more of...		...more audience involvement...
6	Element	...I wanted to know more about...		...more authenticity...
7	Example	I was wondering what would happen if...		...more choice/voice in...
8	Facet	...would have been helpful...		...more concrete examples/details...
9	Idea	...would make this even better...		...more evidence of...
10	Item	...you might consider...		...more information...
11	Part	...you could further develop...		...more opportunities to...
12	Piece	...you may wish to refine...		...more personal connections...
13	Principle	...you might add...		...more physical involvement....
14	Segment	...you might expand...		...more reflection...
15	Strategy	...you might explore in more depth...		...more selective information...
16	Technique	...you might highlight...		...more structure...
17	Thing	...you might include...		...more sustained inquiry...
18	Way	...you might remove...		...more time for...

Workshop Evaluation

- | | POOR | MEDIOCRE | GOOD | EXCELLENT |
|----------------------------------------------------------------------------------------------------|----------------------|----------|-------|-------------------|
| 1) Overall, I would rate this workshop as: | | | | |
| 2) The content of this workshop matched my expectations: | STRONGLY
DISAGREE | DISAGREE | AGREE | STRONGLY
AGREE |
| 3) I learned things that will help me in my classroom: | STRONGLY
DISAGREE | DISAGREE | AGREE | STRONGLY
AGREE |
| 4) The resources shared in this workshop will be useful to me. | STRONGLY
DISAGREE | DISAGREE | AGREE | STRONGLY
AGREE |
| 5) The most valuable part of this workshop was . . . | | | | |
| 6) One new insight I gained from this workshop was . . . | | | | |
| 7) One thing I will do differently in my classroom as a result of attending this workshop is . . . | | | | |
| 8) The most useful resource that was shared during this workshop was . . . | | | | |
| 9) One thing I would recommend that you change about this workshop is . . . | | | | |
| 10) One question I still have is . . . | | | | |